

TMA talent assessment

Candidate report

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Sara Berger



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1. Introduction

TMA talent assessment measures your drives, talents, motivation and 53 competencies.

Drives and talents

Drives are the building blocks of a person's personality. They define one's personality, so to speak. Drives have a major influence on people's behavior and their (potential) development. Talents are the positively worded behaviors and explanations of high and low scores of the drives.

Motivation

Drives and talents resulting from them are important factors that may stimulate or restrain a person's behavior. Behavior is not only determined by ability (competencies and cognitive capabilities) but also by desirability (drives and talents). All in a certain environment that stimulates or hinders. Tasks that suited to personal drives and talents are usually seen as motivational.

2. Meaning of the scores

The responses to the questions are compared to a norm group and converted to a 9 point standard scale with a mean of 5 and a standard deviation of 2 (stanine).

The underlying basis for obtaining a stanine (an abbreviation for Standard Nine) is that a normal distribution is divided into nine intervals. The mean lies approximately in the centre of the fifth interval and it has a standard deviation of two. Test scores are interpreted and scaled to stanine as shown in the table below.

Stanine	Interval	Description
1	4%	Very low
2	7%	Low
3	12%	Low
4	17%	Average
5	20%	Average
6	17%	Average
7	12%	High
8	7%	High
9	4%	Very high





3. Description of personality

3.1 Summary

Description of the talents of Ms. Berger:

She copes fairly well with pressure but has to be careful at times to keep a healthy distance in order to retain her peace of mind. She has high self-esteem and a lot of self-respect. With regard to making mistakes she will have little fear or anxiety and dare to take considerable risks. She has a great capacity to delegate tasks and rely almost entirely on others and will usually have little difficulty giving up certain tasks or responsibilities. As soon as tasks or situations become somewhat difficult she will readily ask for help or support from others. Especially in difficult situations she likes to check with others her solutions to problems and needs other people's support for them. She has a healthy respect for other people without selling herself short. When it matters to herself, she is comfortable talking to superiors.

It seems fair to say she has a very strong need for other people's recognition of her achievements. This means she has a very strong need to receive compliments and approval in order to stay motivated. Variety within her tasks and job is fairly important to her. The results show that Mrs. Sara Berger is keen to achieve her goals and strives to improve her achievements. This is clearly reflected in her level of ambition which is high and indicates that she is probably stimulated by competition or pressure to achieve in her job. It is likely that these motivate her towards new achievements.

She does not conform strongly to existing rules or culture. She adopts a fairly businesslike attitude and is not often tempted to help others spontaneously. She tends to presume other people will take their own responsibility. She is functionally empathic which she shows according to the situation. She is somewhat selective in her contact with others. She likes to step to the fore and be the center of attention; the atmosphere in any group is partly defined by her presence. Both in small and larger groups she is well able to establish herself, prefers not to keep a low profile and usually likes to be seen.

She is someone who will respond quickly and quick-wittedly and does not readily shy away from conflicts. She is reasonably assertive, can stand up for herself and will sometimes seek a confrontation. She does not always have the same amount of energy to get things done. People around her will probably regard her as a calm person who likes to take a break. When experiencing adversity she will have a slight preference for shifting her focus to other tasks and targets. In relationships with others she usually strives for equality and does not often try to rise above someone else. She is reasonably compliant. As a consequence, she may sometimes have difficulty convincing someone else in a dominant manner of her ideas, interests or vision.

She is usually swift in making decisions but she will take other people's points of view into account when needed. She prefers not to be in a leadership position at all. She is a real team player who prefers to blend in with the group rather than to find her own way. She has a strong need for feedback or for consultation in general.

In her work, she is goal-directed. She knows which path she wants to follow and seeks to lead the processes in that direction. In performing tasks she is both focused on the bigger picture and has an eye for practical matters. She has virtually no need for order and structure.

3.2 Emotional balance

Balance of Ms. Berger:

She has a strong need for support from her colleagues. She will much appreciate people offering encouragement in times of adversity. The measure of self-esteem and self-respect are very high in her case and she is very self-assured and very positive about her own qualities. She has a certain confidence which makes it extremely easy for her to accept her mistakes. She is someone who will respond quickly and quick-wittedly and does not readily shy away from conflicts. She is reasonably assertive, can stand up for herself and will sometimes seek a confrontation. She copes fairly well with pressure but has to be careful at times to keep a healthy distance in order to retain her peace of mind.

Summary of emotional balance of Ms. Berger:

- Shows a reasonable amount of respect and awe for others.
- Has a strong need for support and confirmation.
- Has a very high measure of self-respect and value. Is optimistic.
- Is hardly afraid at all to make mistakes. Is self-assured.
- Will not very readily shy away from a conflict and will sometimes seek a confrontation.
- Copes fairly well with pressure.

Emotional balance



3.3 Motives

What drives Ms. Berger and what she wants to achieve:

Sara Berger has a high level of ambition. She is very passionate, competitive and motivated to develop her talents fully. In order to achieve, she can be well motivated by competing with others in order to advance. Competition really matters to her. She has an average need for variety within her job and counts variety as important. She has a slight preference for diversity in tasks and assignments. When experiencing adversity or facing challenges she is not always prepared to go to any lengths and would rather direct her attention to other tasks. She is sometimes distracted from her work. She does not always have the same amount of energy to get things done. People around her will probably regard her as a calm person who likes to take a break. It seems fair to say she has a very strong need for other people's recognition of her achievements. This means she has a very strong need to receive compliments and approval in order to stay motivated.

Summary of motives of Ms. Berger:

- Has a high level of ambition, consistently tries to improve her achievements.
- Is strongly driven by competition.
- Finds variety important.
- Is more a generalist than a specialist.
- Is sometimes distracted from her tasks.
- Comes across as calm.
- Likes to be complimented a lot.

Motives

Ambition & challenges

8 Focus on achievements

Variety

6

Need for status

9 Presentable

3.4 Social talents

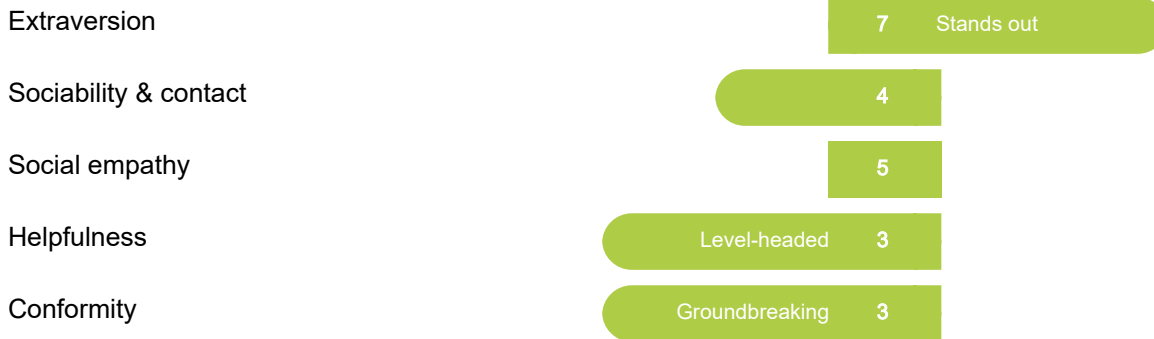
How Ms. Berger is with regard to others:

Social relationships, friendships and contact with others are not especially important to Mrs. Sara Berger. This means that she has a modest need for friendships and close relationships with colleagues. When experiencing adversity, she will ask for other people's help and support easily. She will often compare her own ideas to those of others and consult before making a decision. She will usually adopt a fairly businesslike attitude and is not always likely to support others or to provide a service without her being somehow reciprocated. She expects people to take responsibility for themselves. She does not have a strong need to conform to her surroundings and prefers to follow her own lead.

Summary of social talents of Ms. Berger:

- Has no great need for social contact.
- Has a moderate intrinsic interest in people's problems.
- Has a strong need for support.
- Is fairly compliant.
- Adopts a predominantly businesslike attitude.
- Feels little need to conform.

Social talents



3.5 Influential talents

How and to what extent Ms. Berger achieves her goals:

In relation to others, Sara Berger is not usually dominant; she prefers to convince people in a more subtle fashion. Sometimes she is hindered by someone else's lack of cooperation or when confronted with adversity or resistance. Compared to others, she has little energy to get things done. This implies that she will have difficulty (and little interest in) influencing others or reaching more challenging goals. When trying to convince other people she tends to get assertive and confrontational which can lead to certain tensions and resistance. She is fairly combative when it comes to defending her interests. Her power to convince other people tends to be more effective in a situation of mutual understanding. She has some difficulty adapting to rules and parameters that are alien to her. Since she does not always feel the need to live up to other people's expectations she often follows her own lead.

Summary of influential talents of Ms. Berger:

- Likes a subtle approach in order to convince.
- Does not always persist when experiencing much adversity.
- Does not always have much energy.
- Tends to be assertive and is fairly combative when defending interests.
- Does not conform very readily; usually prefers to follow her own lead.

Influential talents



3.6 Leadership talents

What ambitions Ms. Berger has and what kind of leadership style she adopts:

Sara Berger places strong emphasis on teamwork and will prefer to let the team decide the direction in which to go. She will virtually always want to consult with others which may make her responsive to other people's influence. She also has a fairly modest need for friendships or social contact with her direct colleagues. She will have a slight preference for a formal leadership style but She will adopt an informal style if the situation calls for it. Since she is moderately empathic with others she finds a balance in her leadership style between situational leadership and pursuing her own line. In terms of position, she has very few or no aspirations to lead or to assume responsibility over others. She will consider points of view in her decision making when necessary. She can make a quick decision when the situation calls for one. In her leadership style she is purposeful; she knows which line to follow and will clearly pursue her line.

Summary of leadership talents of Ms. Berger:

- Is focused on colleagues or her team to a high extent.
- Adopts a more formal than informal leadership style.
- Has virtually no ambition to lead.
- Is fairly decisive.
- Gives direction in a goal-oriented manner.

Leadership talents



3.7 Organizational talents

How Ms. Berger organizes her work:

Sara Berger performs virtually without difficulty in an environment offering little structure in terms of discipline, management or rules. Clearly, she has no need for hierarchy within her working environment and will prefer to be managed informally. She is not easily dictated to. In organizing her work she shows a lot of flexibility and adaptability. Her style of work is often less organized and more random. She adapts very easily to a hectic and chaotic environment. Some variety in her job is important to her. She finds a balance between the more abstract, theoretical approach to work and its practical execution. She needs relatively little time to form her judgments or to make her decisions. When making decisions, she does not have a strong need for other people's views but she will consider them after consultation.

Summary of organizational talents of Ms. Berger:

- Has virtually no need for structure, rules and regulations.
- Is very flexible and adaptable but far less organized.
- Values variation in her job.
- Is both theoretically and practically inclined, depending on circumstances.
- Prefers to make her own decisions, consults when necessary.

Organizational talents



4. Strengths and pitfalls

Qualities of Ms. Berger:

- Is ambitious, looks for challenges. Is goal-driven and strongly inspired by competition.
- Adapts very easily to a hectic and chaotic environment. Can be creative and innovative.
- Is usually compliant. Values consultation.
- Is not afraid to ask for help, especially in difficult situations.
- Has high self-esteem and a lot of self-respect. Does not doubt her own abilities.
- Is patient, quiet and reactive rather than proactive.
- Very much appreciates being complimented. Values a professional appearance.
- Has little difficulty releasing responsibilities.
- Likes to work toward an objective. Sets targets and proceeds until they are reached.

Pitfalls of Ms. Berger:

- Focusing too strongly on business aspects at times.
- Possibly losing track of the situation.
- Being malleable.
- Being dependent on other people's support.
- Lacking self-criticism; possibly overestimating herself.
- Not having enough energy to achieve goals.
- Risking over-sensitivity to compliments.
- Possibly being reactive.
- Finding it hard when goals are not clearly defined.

5. Communication with the candidate

In this chapter we discuss which communicative behavior may have a positive effect on the candidate and which behavior is best avoided. Suggestions are given as to what sort of approach may have a positive and what may have an adverse effect. This information can be especially useful for anyone who wants to communicate with this candidate.

5.1 Effective behavior

Suggestions for effective communication with Ms. Berger:

- Arrive well prepared and organized; demonstrate that you take her seriously. Clarify what results are desired (for her personally as well). Explain the use or goal of that attempt.

- Draw attention to possibilities and achievements. Emphasize the positive significance or importance of an enterprise, appealing to the affirmative impact of an achievement. Ask for previous achievements in order to praise them.

- Create a friendly but formal atmosphere. Be organized and clear. Adopt a leading (but not threatening) role.

- Be friendly and warm in your communication. Engage in a structured conversation in which you really listen and pay attention. Ask for her views, perception and feedback. Summarize what she has said during the conversation and afterwards. Schedule several evaluation sessions whenever possible and not only when things go wrong.

- Establish a free and relaxed atmosphere. Try to break the ice and ask open questions.

- Approach her respectfully and express your appreciation; give examples of situations and tasks you approve of and indicate why you approve of them. Show real interest

- Be effective and efficient in your conversations with her; clarify the goal of your conversation and its scope. Be concrete. Describe the use or purpose of tasks or situations. Aim clearly for a conclusion. Make sure she knows what to expect, be clear.

5.2 Avoidable behavior

Communicative behavior that is best avoided with Ms. Berger

- Leaving matters undiscussed and out in the open. Talking about irrelevant topics. Offering no perspective.
- Focusing strongly on obstacles and impossibilities. Trivializing achievements.
- Constraining the creative processes.
- Lacking interest. Confronting her continuously with facts or content. Or rather being swept away, snowed under, losing perspective! Trying to outwit her.

Creating a fuss over minor things

- Leaving her to fend for herself. Simply cutting off conversations. Being cool or abrupt. Not structuring your conversation and running the risk of being swept away and wasting time unnecessarily.
- Dominating the conversation.
- Expecting her to see when you need support.
- Rejecting her ideas, opinions or views too quickly or giving too little room for them. At least express your appreciation for her contribution and efforts when you do not share her views.
- Confronting her with irrelevancies or theoretical explanations. Leaving her in the dark. Being unclear.

6. Ideal working environment and preferences in management

Ms. Berger prefers:

- An environment with career or development opportunities.
- A motivating, result-oriented environment in which targets are set and she is sufficiently challenged.
- A 'free' environment where structure and neatness are regarded of less importance, in which she is not hampered by procedures, management or rules.
- A well-tended and attractive environment in which a decent, professional presentation matters and is valued.
- An environment where cooperation is employed, with sufficient opportunity to consult with others and to give or receive feedback. An organization where decisions are made by mutual agreement and where colleagues confer regularly.
- An organization in which openness is valued and regarded as a sign of courage and strength. An environment where people dare to be vulnerable, where personal interest is shown, and where personal goals matter at least as much as business goals.
- An organization with room for individuality and sometimes a less conventional approach.
- An environment in which appreciation is expressed for efforts and achievements.
- A no-nonsense environment where mutual expectations are clear. An organization with sufficient means to attain results.

7. Development

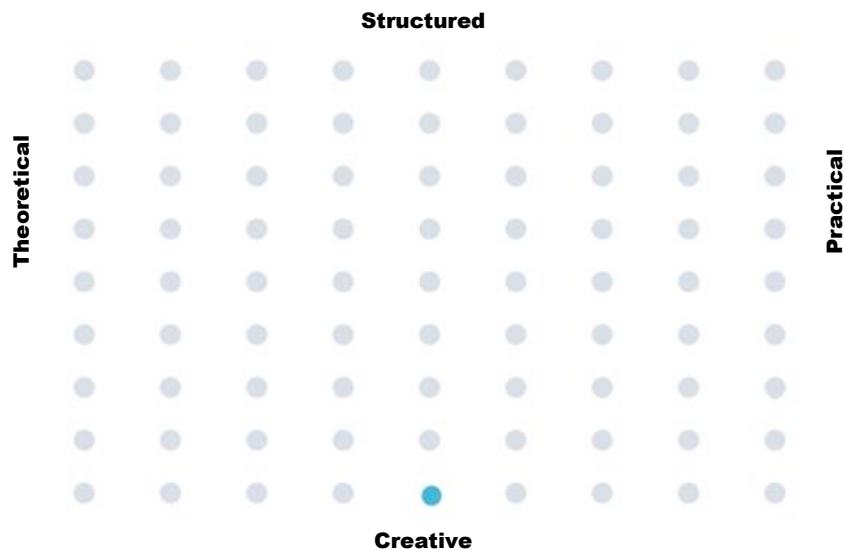
7.1 Suggestions

Ms. Berger is advised to:

- Reflect more often on which matters to priorities
- Be modest at times.
- Deal strategically and respectfully with written and unwritten rules, procedures, approaches and needs within an organization. Not give in easily to her 'natural resistance' against authority.

7.2 Style of learning and development

Preferences in learning and development of Ms. Berger:



Learning and development style

- She dares to stand out and has enough energy to try out everything she has learned from the contact with other people. Let her experiment with learning material in practice as much as she wants to. Thus she will get to a higher level faster and more easily.
- Her attitude to things is pretty pragmatic and she finds it important that the things she does also bring her some benefit. It is therefore preferable to know in advance what added value a learning program is going to have for her. If it is clearly defined, his motivation rises.
- She prefers to learn without too many procedures and rules. Therefore, note that she needs a sufficient amount of freedom to learn things her own way. It will be useful if she sometimes makes a review of her progress in order not to lose sight of the main goals and deadlines

Addendum 1: Overview TMA dimensions and numeric table

Emotional balance (EB)



Motives (MO)



Social talents (ST)



Influential talents (IT)



Leadership talents (LT)



Organizational talents (OT)



Conclusion